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ABSTRACT

The basic premise of the personnel evaluation technique described in this paper is that continuing improvement in performance should be the prime commitment of all professionals. Namely, both the evaluator and the one evaluated should initiate, develop, and pursue a plan of action together, as described in this paper. Also included is a sample evaluation form and a sample model for conferences. (Author/LD)

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Evaluation of Teachers . . .

Performance — Improvement — Commitments



Putting PIC Into Focus

Evaluation often generates negative feelings among those being evaluated and those doing the evaluating. This is hardly an ideal situation although valid reasons exist for such apprehensions. Unfortunately, the emphasis in most conventional approaches is inspectional evaluation where the teacher performs and the evaluator observes and then makes assessments. This type of evaluation parallels, in a curious way, the expression of Bill Klem, the well-known former senior baseball umpire in the American League who said, "It ain't nothin' til I call it somethin'!". The PIC approach, described in this report, is an effort to break away from the rigidities of a "report card" kind of assessment.



Assumptions

The basic premise of the PIC approach to personnel evaluation is that continuing improvement in performance should be the prime commitment of all professionals.

Commitments to performance improvement relate to evaluation in a unique way. The individual, in cooperation with his/her immediate supervisor, annually undertakes job-related, self-improvement steps. Together they initiate, develop, and pursue a plan of action designed to fulfill these commitments. Evaluation, the culminating activity, indicates the extent to which these goals are realized. Both the evaluatee and evaluator have an investment in the outcome of these efforts.

Several school systems are moving in this direction, although their efforts are not specifically entitled "performance improvement commitments:"

Essentially, the idea is for the one being evaluated and the one doing the assessing cooperatively to determine the needs of the former and to plan an agenda of improvement that will enable the individual to be more successful. . . .

From *A Cooperative Improvement Evaluation Program*
Montgomery County Public Schools, Christiansburg, Va.

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NASSP

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INFORMATION CENTER (ERIC).

Administrators and supervisors will formulate challenging goals and objectives, related to ongoing duties and responsibilities, and will hold themselves accountable for results achieved if they perceive education as a positive process to motivate improvement and to increase effectiveness.

From *Evaluation for Management Personnel*
Oakland Unified School District, Oakland, Calif.

Emphasis is upon McGregor's Theory Y concept which holds that persons will respond cooperatively; will exhibit creativity when given the opportunity; and will exercise initiative, self-control, and self-discipline when encouraged to do so. . . .

Division of Elementary and Secondary Schools
Archdiocese of Baltimore, Baltimore, Md.



Importance of Criteria

In the PIC program evaluatees need to know what is expected of them, and evaluators must use baseline criteria in conducting their assessment responsibilities. Typically, a planning committee of representatives of persons whose performance will be evaluated will formulate the criteria. Performance criteria usually consist of major areas of responsibility, with descriptors under each to clarify the content of the area. These examples illustrate some typical criteria for teachers:

Area 100 — Instructional Knowledge and Skills

Descriptors:

- 101 - Knowledge of subject matter
- 102 - Resourcefulness in planning
- 103 - Use of materials to achieve instructional objectives
- 104 - Creativity in instructional strategies
(etc.)

Area 200 — Student Relations

Descriptors:

- 201 - Class management/discipline
- 202 - Rapport with students
- 203 - Involvement with students in planning class activities
- 204 - Guidance/counseling of students
(etc.)

Other major areas might include relationships with parents, utilization of resources, staff relations, community relations, professional growth and development, and personal characteristics.



Status of Current Performance

Determining the status of current performance is essential to the PIC approach. This should be defined jointly by the evaluatee and evaluator. The latter may rely upon direct observations and contacts, may review previous summative evaluations (where available), or may obtain corroborative information from persons in a position to provide valid data about the evaluatee's work.

Some assists to this process are:

- Observational rating scales are useful to collect information about current performance.
- Client evaluations are sometimes helpful to form judgments about the evaluatee's current performance as students may provide useful information about teacher performance.
- Self-analysis is another source of information which will assist to determine the individual's current performance level. While self-analysis is a valuable source, the evaluatee must have the assurance that this information will be used only to determine the needs upon which improvement commitments can be made.

The important point to remember in determining the status of current performance is that a difference exists between diagnostic and summative assessments. Diagnosis must not be perceived by the evaluatee as a form of self-indictment that can be used by the evaluator to make summative assessments.



Initial Conference with Staff Members

The initial conference in the PIC process is conducted to help teachers establish improvement commitments. The evaluator should include these important activities:

- ✓ Think about the conference; don't approach it without sufficient preparation.
- ✓ Choose a meeting place that will be conducive to the free interchange of ideas.
- ✓ Strive for a nonthreatening atmosphere.
- ✓ Ensure that the purpose of the conference is clearly understood.
- ✓ Be willing to offer suggestions for strengthening improvement commitments.
- ✓ Assist, when necessary, in drafting well-constructed improvement commitments.
- ✓ Put agreements in writing to confirm plans.

With careful orientation and preparation, chances are improved that the evaluatee and evaluator will establish improvement commitments that can more nearly assure the desired outcome, and increased effectiveness in performance.



Establishing PICs

With improvement of teaching effectiveness as the primary focus, performance improvement commitments should (a) be limited in number—usually 3-5; (b) contain a description of the evaluatee's intentions; (c) describe how the evaluatee plans to achieve each objective; and (d) indicate how and when the evaluatee and evaluator will know that objectives have been fulfilled.

Every time an improvement objective is written, three simple questions must be answered:

- What am I to do?
- How am I to do it?
- How will I know when I've achieved the objective?

Obviously, well-written objectives should be challenging, realistic, achievable, measurable, and commensurate with the resources available. In addition, with today's emphasis on educational accountability, both evaluatee and evaluator should carefully consider the type of objectives established. Will the commitment emphasize measurable outcomes (product type) or will it stress activities or actions which, if successful, will promote a desired result (process type)? Individuals who choose to develop and carry out *product* objectives are willing to be evaluated on measurable outcomes. The "bottom line" in this approach is a measurable result that can, if required, be described to a variety of school publics.

The writing of sound objectives can be difficult. James Boren, president of the International Association of Professional Bureaucrats (INATAPROBU), identifies some typical concerns when he chides administrators for "fuzzifying" objectives—making them too broad, too trivial, too ambitious, too unrealistic, or too numerous. With tongue in cheek, Boren says: "I do not object to setting objectives so long as the objectives are fuzzified. If one fuzzifies the objectives, then it's possible to have them adopted much more rapidly than if they were not fuzzified, because everyone can then interpret them to mean whatever they wish."

In writing precise, sound objectives the emphasis must be upon priority needs, appropriate to the evaluatee's job responsibilities. Their development should involve the evaluatee and evaluator (and perhaps others) and be realistic in terms of available time. In addition, the PIC system emphasizes information and support of the evaluatee, follow-up and reinforcement for each objective, and a clear understanding of what all persons affected by the objective can expect to gain.



A Plan of Action

To achieve its objectives, a PIC plan of action should include assistance from other professionals and colleagues. A number of questions should be asked to make the plan effective.

- What is the supervisor's role in assuring that objectives will be accomplished?
- Who will act as a monitor during the evaluation process, and how often will special feedback be given to the evaluatee?
- How often will observations occur, and by whom?
- How will other feedback about the evaluatee's activities and objectives be obtained from colleagues and students?

(How will this information be collected [on what forms], and who will have access to the data?)

- Can enough supporting information be obtained by the evaluatee and others so that an adequate progress check can be completed at mid-point in the total process?
- What new resources, materials, facilities, etc., will be necessary to accomplish the objectives established?
- Who will be responsible for securing these resources and materials?

Some typical activities important to accomplishing commitments
include:

Observation experiences	Media development and presentations
Demonstration teaching for peers	Courses
Clinical experiences (actual	Workshops
short-length work experiences	Consultation
in another real situation)	Counseling
Sharing sessions	Two-way dialogue
"Input" sessions conducted by	Interviewing
co-workers or outsiders	Lectures, panels, symposia, forums
Specialized training for certain	Discussion groups
skills, materials, conditions	Research projects
Diagnostic activities (audio-	Independent studies
video taping, etc.)	Study conferences and conventions
Simulations	Seeking, giving, and receiving feedback



Checkpoints Are Necessary

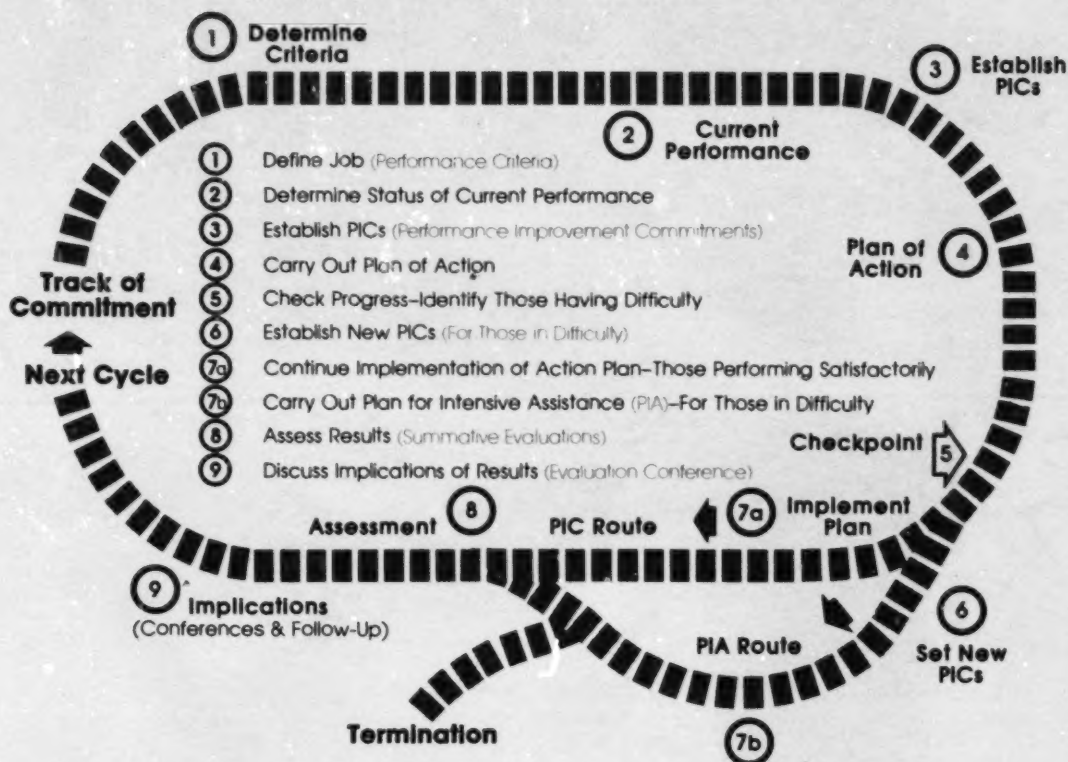
Every personnel process should have progress reviews built into the system. After the initial observations, monitoring reports, self-evaluations, and conferences have been completed, personnel doing unsatisfactory work will probably become identified. Also, for persons moving positively toward accomplishing their commitments, the PIC checkpoint serves as a reinforcement of appropriate behavior and as a motivator.

Persons having difficulty in meeting the stated commitments, or persons not really sure as to their direction, will need frank, "straight-from-the-shoulder" discussion at the checkpoint conference. The evaluator must be able to point to specific deficiencies and be prepared to make definitive suggestions to assist the person being evaluated. The evaluatee may also be able to identify reasons for failure to accomplish objectives. A redirection or modification of objectives may be required to assist personnel in their efforts to become satisfactory performers. "Straight talk" about the nonrenewal implications of uncooperative behavior may also be required with a few. (In these instances, it would be wise for the evaluator to check the legal steps required for termination or nonrenewal before the progress review.)

While this checkpoint conference should emphasize understanding and sympathy for the problems that persons may encounter in meeting objectives, this "helping" attitude should not be seen by the evaluatee as lack of faith from the evaluator. The tasks that lie ahead in the accomplishment of evaluation commitments should remain the primary focus of the conference.

These tasks may require a new and more intensive plan of action if personnel who are having difficulty are to perform adequately their teaching assignments.

THE PIC APPROACH IN PERSONNEL EVALUATION



Plan for Intensive Assistance (PIA)

A plan for intensive assistance is also important since some evaluatees need additional help if they are to become satisfactory teachers. Special assistance from colleagues and supervisors, additional feedback from students and other personnel, or workshops or courses may assist with fulfilling personal commitments. Additional documentation of efforts being made by the evaluatee to accomplish tasks is made. Emphasis should be on recording what is happening as the evaluatee performs on a day-to-day basis rather than what someone hopes might happen.

The professional relationship between evaluator and evaluatee can also be reviewed and strengthened through the use of multiple observers to summarize what "is happening." New activities may also need to be designed, using the list given under "A Plan of Action" as a guide. In any event, additional efforts must be made for people who are not succeeding so they may re-enter the regular PIC track (as shown above).



The Assessment: What Has Happened?

An effective evaluation system requires data which reflect accurately the actual performance of an evaluatee. This includes information from (1) observation and (2) input analysis.



The Observation

A common method for collecting information is observation. (Some states mandate a specific number of observations for professional personnel each year.) The classroom observation cycle used by the principal and other supervisors can usually be divided into three components.

Planning the Classroom Visit

In planning the visit the evaluator should:

Establish rapport with the teacher prior to the observation.

Review carefully all teacher objectives established during the initial conference(s) and any other new PIAs that may have been established to meet special needs.

Make certain each teacher is aware that the observation of what happens in the classroom will be related to both established objectives and overall performance.

Observe the students as well as the teacher.

Make certain each teacher knows that the major purpose of the observation is to support and assist the teacher as a means of improving instruction; a looking with instead of a looking for approach.

Observing in the Classroom

The following tenets should be reviewed regarding classroom observation:

The classroom should be entered and left unobtrusively.

Plans for note taking should be understood by the teacher.

The observer and the teacher should have advance knowledge of classroom visit form(s) which will be used.

The following considerations should be made during the visit:

Relationship of teacher to students.

Teacher behavior.

Student behavior and participation.

Purpose of the lesson.

Activities occurring that relate to commitments established by the teacher.

Use of instructional aids.

A classroom visit should be for data collecting; it should aim to collect information on what is. (Nonjudgmental observation is usually more readily accepted since it tends to be dependable, convincing, and relevant.

The length of classroom visits will vary, but they should probably be no less than two-thirds of the class period.

The teacher should not be challenged during the visit.

In most situations a single visit is inadequate.

Visits should be conducted throughout the school year rather than at so-called inspection times.

Conference Follow-Up to the Visit

Soon after the observation a confidential report of what was observed should be prepared. This gives the teacher and the evaluator an opportunity to compare what is happening with what he or she thought or hoped would happen. All of this is best handled in an atmosphere of privacy during a conference that focuses on four or five of the major points in the report. It is confusing and unproductive during a conference for the evaluator to discuss incessantly 25-50 observations that may need attention.

A good feedback session should feature the evaluatee. The evaluator must be a good listener and prober with questions about progress related to commitments. In all of this it is essential that the conference be carefully documented so commitments and suggestions related to these objectives will not be lost.

The observation, then, is one of the keys to good assessment and should be used by teachers and administrators to check progress being made toward objectives and as a means of viewing themselves as others see them.



Self, Peer, Client Input

Not all feedback about behavior, of course, must come from an administrator. Others in the school system are quite competent to provide evaluation data that may contribute to final assessment.

Self-Evaluation

The teacher remains an important source of evaluation data. While it is impossible for any teacher to become totally introspective, he or she can learn to analyze and evaluate performance through the use of checklists, inventories of teaching behaviors, analysis of instructional strategies, or other instruments that require a teacher to examine professional qualities of behavior.

Self-evaluation may also include audio and/or videotaping as a unique and vivid tool for examining the "real teacher." Because of the impact that videotaping provides for some people it may be advisable for the subject of the tape to view it privately and make a judgment as to whether there would be value in having others view it. Taping has other advantages; for example, student behavior can be viewed along with teacher performance.

Peer Evaluation

As mentioned, other teachers are a source of evaluation data. Their observations and feedback can add a measure of reality and practicality to the evaluation. In most cases, however, the use of peer evaluation will depend to a great extent upon collegial feelings about such a process, time allocated to complete the tasks, and clauses in teacher contracts that may speak to such activities.

Client Evaluation

Many educators are now finding that students can also provide evaluation data. They are the most familiar with the work of a teacher, since many are in a position to observe performance on a daily basis. A number of checklists and questionnaires designed to elicit student attitudes and observations are currently being used by teachers throughout the country.

Usually the collection of self, peer, and client feedback is voluntary on the part of the teacher. In most circumstances the content of these reactions is also limited to the private use of the evaluatee. Even if not shared with others, these feedback data can become a source for significant growth, change, and improvement by the teacher or administrator.



Implications of Outcomes

The PIC evaluation approach calls for a conference (usually in the spring of the year) to review accomplishments and progress made toward meeting personal commitments. This is one of the most important components of the evaluation cycle because it represents the one time in the entire process when a careful analysis must be made (by both evaluator and evaluatee) of all data collected on different occasions from multiple sources. Prior to this review it may be important for evaluators to consider good conferencing techniques such as how to be effective when comparing, concurring, differing, reconciling, reinforcing, and redirecting ideas relating to evaluation results.

A report containing a summary of achievements and progress made during the year should be completed by the evaluator and signed by both the evaluatee and evaluator. It should be constructed in such a way as to require the procedures described above.

Other important components to consider in the summary report include the teacher's opportunity to review:

Past accomplishments, strengths, and weaknesses;

The evaluative criteria describing what is expected of teachers in the district; and

General program problems and instructional concerns relating to the school and/or school district.

A good PIC summary makes provision for input concerning new commitments or objectives for the next year, suggestions relating to strengthening the educational program offered by the school, and other ideas that may improve the total evaluation system.



To Illustrate

The following summary report forms used with teachers in Washington Township, Ind., are illustrative of these report suggestions. (Form spacing is condensed for use in this publication.)

METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP
Indianapolis, Indiana 46240

SUMMARY EVALUATION REPORT FOR _____

Teacher

School Year

This form is to be completed by the appropriate administrator after the end-of-year evaluation conference. It is to be signed by both administrator and teacher. A copy will be filed in the school for future reference. A copy will be sent to the teacher and to the superintendent.

1. The Teacher as a Professional

Notable Strengths:
Needs Improvement:

Steps for Improvement:
Teacher Comments:

2. The Teacher Interacting with People

Notable Strengths:
Needs Improvement:

Steps for Improvement:
Teacher Comments:

3. The Teacher and the Learning Atmosphere

Notable Strengths:
Needs Improvement:

Steps for Improvement:
Teacher Comments:

4. This evaluation reflects how many classroom visitations?
(Circle) 1 2 3 4 5 more

5. Dates of conferences during the school year were: _____

6. Is the current assignment good for this teacher? Yes ___ No ___
(If no, explain)

7. Place a check beside other sources of data which have contributed to this report.

___ Student rating of teacher ___ Colleague rating of teacher
___ Classroom visitation by other teacher ___ Others

8. Other comments relevant to this evaluation not adequately covered elsewhere.

9. Teacher wishes to be re-evaluated by another evaluator. Yes ___ No ___

Signatures may not necessarily reflect agreement, but they should reflect awareness of the content of the report.

Teacher's Signature

Administrator's Signature

Subject

Date

The teacher shall have the opportunity of rebuttal of any statements contained in this summary evaluation report. A written record of rebuttal should be filed with this report, or it may be written on the back of the form itself.

(Copies to Teacher, Administrator, Superintendent)

TEACHER SUMMARY SELF-EVALUATION

1. What are your major strengths as a teacher, and how are you capitalizing on them?
2. What do you consider to be your weaknesses as a teacher, and what are you doing to correct them?

Program Evaluation

The purpose of these questions is to help you improve professionally and to improve our educational program. This instrument is designed as a vehicle through which you may opt to identify problems and/or concerns in order that we might recognize any strengths or weaknesses of our educational program. You are encouraged to react to and explain any item which would be of benefit to you, the evaluator, or the program. Use additional paper if necessary.

1. What is the strongest aspect of our existing instructional program?
2. What is the weakest aspect of our existing instructional program?
3. Are you receiving adequate help from the administration (principals, department chairman, etc.)? Yes ___ No ___ Explain:
4. Are you receiving adequate help from the professional service staff? Yes ___ No ___ Explain:
5. Are there any school policies which you find difficult to support? Yes ___ No ___ Explain:
6. Are there inservice activities that you would like to see offered? Yes ___ No ___ Explain:
7. Do you have any concerns or problems that were not covered in this instrument? Yes ___ No ___ Explain:



An Effective Teacher Evaluation System

The PIC approach to personnel evaluation can be adapted to the particular needs and requirements of various school systems, and this flexibility is one of its many assets. Performance improvement commitments can become the building blocks for professional excellence at all levels. The instructional and administrative staff of Daniel Hand High School (Madison, Conn.) recognizes the need for continuous professional growth as an essential element in the total school program. They recognize that a central component of professional growth includes the process of evaluation and supervision. With this in mind they have developed an evaluation system for teachers that utilizes the PIC approach. The following partial description includes some of the main components of their system.



Daniel Hand High School
Raymond E. Lemley, Principal

Madison, Conn. 06443

Teacher Evaluation Handbook

(Forms provided with this system but not included in this publication are a Performance Goals Sheet, Pre-Conference Objective Sheet, and Performance Evaluation/Post-Conference Report.)

The process of evaluation should work to fulfill the following objectives:

- To clarify each staff member's duties and responsibilities.
- To improve instructional performance.
- To facilitate communications between evaluator and teacher.
- To promote professional growth.
- To foster job satisfaction.

In addition to meeting these stated objectives, the process of evaluation should emphasize strongly the following purposes:

- To facilitate a high quality of educational services for students.
- To promulgate the expectations of the board of education, the superintendent, and the administrative/supervisory team of the high school.
- To establish realistic and pertinent job targets and long-range objectives.
- To develop a clear and open understanding of "how the teacher stands" in the eyes of his/her superiors.

At Daniel Hand High School we should make an effort to view the evaluative process as a cooperative one that joins the individual being evaluated and the individual charged with the responsibility of making the assessment. Both parties should work together to mutually achieve the best results. Since performance improvement is not accidental but rather the outcome of hard work, both the evaluator and the teacher should make a deliberate effort to work cooperatively in achieving optimum performance levels.

Because evaluation is a means to an end and not an end in itself, it should motivate both self-improvement and assistance from administrators and department coordinators so that both quantitative and qualitative performance effectiveness may occur. But never should evaluation be mere "inspection" and rating. It should involve work planning and work review with a continuous and ongoing dialogue between evaluator and teacher.

Performance Objectives: The evaluation of each staff member at Daniel Hand High School will be tied closely to the performance objectives that the staff member develops and revises during the course of the academic year. In its recently developed guidelines, the state legislature has mandated that staff evaluation be closely linked to mutually planned objectives or job targets. The mandate indicates that "performance should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role"

Evaluation, therefore, must be based in large part upon mutually agreed upon performance goals and objectives. A *performance objective* can be defined as a statement of a commitment to a particular set of behaviors or tasks that are:

- a. Designed to complement those objectives and goals established by the school system and by the high school.
- b. Stated in such a way that the results may be observable.
- c. Valuable in that they achieve purposes of teaching and learning.
- d. Appropriate for improving individual performance.
- e. Capable of being revised according to the demands of time and of changing instructional parameters.

Establishing Performance Objectives

An individual teacher's performance objectives must be compatible with the goals and objectives of both the school system and the high school. Early in the spring term, the superintendent will distribute to all personnel a series of goals developed in cooperation with the board of education. Subsequently the principal, with the help of assistants and the department coordinators, will formulate a set of building goals. Once the total faculty has had the opportunity to discuss the appropriateness of these goals, the goals will be put into a final form.

Prior to the close of the school year each staff member will prepare an initial draft of performance objectives for the upcoming school year. In developing these tentative goals, the staff member will make use of:

- a. The classroom observation reports completed during the current year and the suggestions therein.
- b. The evaluation report(s) submitted to the superintendent.
- c. The school system and building goals.
- d. Conferences with an administrator and department coordinator.
- e. Job descriptions.

Each staff member will submit his/her tentative goals to the administration through the department coordinator.

During the first two weeks of school, the principal and the assistant principals, with the help of department coordinators, will hold individual conferences with each staff member to discuss and finalize the performance goals for the school year. Subsequent to this conference, the staff member will make whatever changes are suggested.

During this process the teacher should recognize that:

- ✓ Goals must be challenging.
- ✓ Goals must be attainable and reasonable.
- ✓ Goals must be stated in clear, accurate, and precise language.
- ✓ Goals must contain a statement of anticipated achievement.
- ✓ Goals must be observable and/or measurable.

In developing performance objectives, teachers are to be mindful of the following categories:

1. Instructional Procedures
2. Classroom Management Skills
3. Communications Skills—Students/Parents
4. Human Relations and Personal Development
5. Intra-staff Relationships
6. Inservice Participation
7. Other Areas of Responsibility.

Staff members are encouraged to examine the *Performance Goals Checklist** and *A Self-Assessment Guide for Classroom Performance*.

* Performance criteria such as those listed in the Performance Goals Checklist of this system were described in the section of this publication entitled "Importance of Criteria."



Conference and Visitation Model

The following outline delineates the procedure that will be followed for preconferences, postconferences, and visitations.

INPUT

Evaluator

1. Discusses with the teacher prior to the scheduled visitation those instructional goals that the teacher plans to achieve during the observed period of instruction. The evaluator will make use of the Preconference Performance Objective Sheet that will be submitted to him/her by the teacher.
2. Where appropriate, attempts to determine how the planned goals and objectives for the observed period of instruction pertain to the overall instructional objectives developed by the teacher.
3. Discusses with the teacher the instructional goals and any suggested changes and notes goals (original and/or revised) to be observed during subsequent supervisory visits.

Teacher

1. Prepares copy of Preconference Performance Objectives Sheet that details goals and strategies for the observed period of instruction. The teacher should make every effort to complete this sheet in as much detail as will make clear the requirements for the class.
2. Modifies performance goals and lesson plans (if modification is necessary) based upon preconference discussion.

PROCESS

Preconference

1. Each teacher will receive a time and date for the preconference at least five (5) days prior to the day on which the preconference is to be held.
2. In most instances, the evaluator will plan to hold the preconference one day prior to the visitation. The preconference may, however, be scheduled on the day of the classroom visitation.
3. The purpose of the preconference is to discuss with the teacher the performance criteria and/or the specific instructional goals for the period of instruction. The preconference will also include some discussion of more long-range goals.
4. The teacher and the evaluator will use as the basis of the preconference the Preconference Performance Objectives Sheet, the lesson plans for the class to be observed, and any other relevant materials; i.e., evaluation reports from preceding conference, long-range goals outline, etc. (The preconference time will not be used to evaluate lesson plan books.)
5. During the preconference, the evaluator and teacher will discuss the performance goals written for the class to be observed. Should revision of these goals be necessary, the teacher will complete the revisions prior to the scheduled observation.

6. Generally, the preconference will be no longer than 20 minutes. The principal, assistant principals, and the department coordinator may, on occasion, be present for a preconference with a teacher.

The Observation

1. Observations conducted according to this supervisory design will be conducted at least twice during each semester for each member of the instructional staff. An evaluator (principal, assistant principal, department coordinator) may provide a teacher with other observations that may, but need not necessarily, be according to this design.
2. The evaluator will be present for the pre-announced observation at the beginning of the period of instruction and will remain in the classroom until the termination of the period of instruction. An evaluator may, during the course of each semester, provide the teacher with brief periods of observation. These observations will not necessarily be announced, nor will the observer be required to remain for the entire period; however, the observer will provide the teacher with postconference feedback.
3. During the period of observation, the evaluator will record only observable teacher and student behaviors. The recorded data will not contain any opinions, impressions, or subjective responses. The impressions that the evaluator has resulting from the period of observation will be noted on the evaluation sheet completed after the postconference.
4. The evaluator will provide the teacher a carbon copy of the notes taken during the period of observation. These notes will be left with the teacher at the end of the instructional period.

Postconference

1. Following the classroom visitation, the evaluator and teacher will hold a conference. The postconference will be held either on the day of the classroom visit or on the day following the visit.
2. During the postconference the teacher and evaluator will discuss the performance goals/instructional objectives set out by the teacher. The evaluator will use the Preconference Performance Objectives Sheet prepared by the teacher and the data sheet of information collected during the class visit. The initial focus of the discussion will be on the attainment of the stated objectives. The teacher and evaluator should also discuss briefly the relationship between the class activities observed and long-range goals. The evaluator will also make an effort to complete the Performance Evaluation/Postconference Report form. The postconference discussion should be based in large part upon the summary report completed by the evaluator.
3. Periodically, each evaluator will seek the assistance of an administrator or department coordinator to monitor and critique the evaluator's performance during a postconference.

4. Every effort will be made to conclude the postconference with a redefinition of performance goals and with stated and noted comments for improvement. Also, the evaluator should make every effort to conclude the postconference on a positive note.

All staff members should be evaluated: teachers, counselors, department heads, and all administrators. The PIC approach described in this *Practitioner* deals extensively with teacher evaluation procedures and strategies; however, this approach with most of its various components can be applied to all levels of the professional staff.

This *Practitioner* was developed by George B. Redfern, educational management consultant, and Paul W. Hersey, NASSP director of professional assistance. The practical approach to evaluation described in this publication is demonstrated more fully in national institutes conducted by the Association.

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